DOCUMENT RESUME

ED 162 160 08 CE 018 711

AUTHOR Hoyt, Kenneth B.
TITLE National Alliance of Business and Career Education. Monographs on Career Education.
INSTITUTION Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 78
NOTE 23p.; Appendixes may not reproduce well due to small print
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01888-8)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Business Responsibility; Career Development; *Career Education; *Community Cooperation; Conference Reports; Cooperative Programs; Disadvantaged Youth; Economic Disadvantagement; Job Development; National Organizations; Program Descriptions; School Community Cooperation; Unemployed; Youth; *Youth Employment; Youth Problems; Youth Programs
IDENTIFIERS *National Alliance of Business

ABSTRACT

This monograph, summarizing the ideas of participants attending a two-day mini-conference, provides educators with information on the relationship between the National Alliance of Business (NAB) and career education. This booklet begins with a section presenting background information on NAB and several standard NAB youth programs. The next section provides specific examples of NAB involvement with local career education efforts, including the NAB Career Guidance Institute (CGI) youth program. Also, examples of collaboration between NAB and Youth Employment Demonstration Program Act (YEDPA) programs in local career education efforts are presented. Then follows a section highlighting five common problems along with suggested solutions for closer NAB and career education working relationships. The next section summarizes the hopes and aspirations expressed by the participants and is followed by some concluding remarks. A list of participants and issues raised by the participants is attached. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162160

MONOGRAPHS ON CAREER EDUCATION

NATIONAL ALLIANCE OF BUSINESS AND CAREER EDUCATION

by
Kenneth B. Hoyt, *Director*
Office of Career Education
Office of Education
June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*

Office of Education
Ernest L. Boyer, *Commissioner*

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG 012 211

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1978

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Stock No. 017-080-01888-8

Preface

During the period covering November, 1977, through May, 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of

participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

NATIONAL ALLIANCE OF BUSINESS AND CAREER EDUCATION

Introduction and Background

In May, 1978, the National Alliance of Businessmen (NAB) changed its name officially to the National Alliance of Business (NAB). Hopefully, readers of this monograph will recognize the social necessity for this change. It is certainly welcomed by all of us concerned about reduction of sex stereotyping as a deterrent to full freedom of career choice.

NAB was officially founded in 1968 as one of the later efforts associated with the War on Poverty. Funded jointly through a contract with the U.S. Department of Labor coupled with contributions of time and personnel from the private sector, the prime focus of NAB has always been on economically disadvantaged persons—youth and adults—in our society. Within this element of the population, NAB's purpose has been further narrowed so as to place top priority on helping economically disadvantaged persons find jobs and become productive members of the work force. When one thinks about the prime reason behind NAB's creation and continued existence then, it is essential that we recognize a priority concern with training and job development combined with helping economically disadvantaged persons fill such jobs. It was not started, and does not operate today, primarily as a career education effort.

In more recent years, however, NAB has adopted an additional concern for a preventive/developmental approach to helping economically disadvantaged youth face and solve education/work relationship problems. This has resulted in a number of standard NAB youth programs to be described in the next section. Some of these are obviously direct career education efforts while others are more related to vocational education.

National NAB headquarters are in Washington, D.C. A very small group of permanent professional and support personnel work at NAB Headquarters but the major leadership positions are occupied by extensives on loan from whatever major industry assumes responsibilities for NAB leadership in any particular year. Each year, a different American industry assumes this role and provides loaned executives to NAB. Essentially this same arrangement exists at each of about 130 NAB Metro offices located in major cities across the Nation. Priorities for NAB, in any given year, are jointly influenced by: (a) priorities of the U.S. Department of Labor—the major supplier of operating funds; and (b) priorities established by the loaned executives for the year. As a result, specific

NAB priorities vary from year to year. However, there is always an overriding concern for providing jobs, job training, job development, and job placement for economically disadvantaged persons with a secondary priority on NAB youth programs.

In each NAB Metro office, a pattern similar to that seen at NAB headquarters operations is in effect; i.e., a very small cadre of permanent staff supplemented by a number of loaned executives from the private sector who has accepted NAB responsibilities for the year. Moreover, because of the pattern of early shifts in leadership personnel, it is inevitable that specific NAB emphases will evidence considerable variation from year to year.

Considerable flexibility exists within any given NAB Metro Office. Career education personnel from school systems located in communities having a NAB Metro office who desire to involve NAB in a coordinated community career education effort must obviously seek to influence operations at the local level. As attempts are made to do so, it will be essential that the NAB priorities and basic organizational structure be kept clearly in mind. With this background, we turn now to a description of the standard NAB youth programs now in existence.

Standard NAB Youth Programs

Over the years, NAB Headquarters has devised and fostered the implementation of a number of standards NAB youth programs. Few NAB Metro centers will be found where all these youth programs are in active operation at a single point in time.

Perhaps the NAB youth program most commonly seen is the Summer Jobs for Needy Youth Program. NAB Metro offices are typically seen to be involved in this effort aimed at providing fulltime summer jobs to economically disadvantaged youth in the private sector. NAB officials are actively involved both in encouraging the private sector to provide such jobs. An essential part of this effort involves seeking the active assistance of the school system's career education personnel—and particularly the assistance of school counselors—in identifying eligible youth and encouraging them to participate in this effort. The major goal of this program can be seen to provide needed income and jobs to economically disadvantaged high school age youth.

A second NAB youth program is known as the Youth Motivation Task Force (YMTF). This program is designed to bring successful young persons who come from economically disadvantaged backgrounds and are now employed in the private sector together with economically disadvantaged high school youth for purposes of serving as role models, answering questions

related to career decisions, and to motivate such youth toward raising their occupational aspiration levels. This program, begun prior to the time career education became a popular concept in American Education, is obviously a very direct career education implementation effort. That is, it is not the kind of program that costs a great deal of money and so is not necessarily dependent on the local NAB Metro office receiving substantial funds from NAB Headquarters.

A third major NAB youth program is known as the Career Guidance Institute (CGI) program. Originally aimed exclusively at high school counselors and designed to help such counselors better meet the career guidance needs of economically disadvantaged youth, the CGI effort has expanded in recent years in ways that make it much more truly a career education inservice institute for educational personnel at the K-12 level. Whereas, in the beginning, only school counselors were eligible to be CGI participants, it is now common practice to recruit teams of educators from a local school system—including teachers and administrators as well as counselors—as participants in a given CGI. The CGI is typically conducted under contract with a local institution of higher education, a local school district, or a private non-profit corporation working cooperatively with a NAB Metro office. The CGI consists of a combination of didactic instruction coupled with field trips involving a variety of "hands on" experiences to various business/industry settings in the area surrounding the college or university responsible for actual conduct of the CGI. A great deal of CGI on-campus time is devoted to helping members from each time devise career education learning packages and career education implementation strategies to be applied back in their school following the CGI experience. Actual followup back in school settings during the academic year are seen as the responsibility of the CGI institute director, not the responsibility of a NAB Metro office. Literally hundreds of secondary school educators receive inservice education in career education each year through the CGI experience. Some CGIs are conducted during the Summer months and others during the academic year.

An equally impressive NAB career education effort is represented by the VEP Program—"Vocational Exploration In the Private Sector." Funded through Title III CETA funds, the VEP program is conducted in several metropolitan areas jointly by NAB and by the Human Resources Development Institute (HRDI) of the AFL/CIO. This special youth program is aimed specifically at providing economically disadvantaged with primarily Summer career exploration opportunities in the private sector under conditions where they can be paid the minimum wage for their involvement. Under the VEP program, such youth are exposed to a wide variety of possible career choices, to the basic workings of the private enterprise system, and to basic information

regarding organized labor. Its primary purpose is simply career exploration–i.e., it concentrates neither on "jobs" nor on "training" but rather on helping youth in the career decisionmaking process. There is absolutely nothing in the VEP program that does not fit neatly within the conceptual framework of the career education concept. Three special new priorities on VEP have recently been established: (a) handicapped youth (b) juvenile offenders and (c) non-traditional juvenile.

Two other NAB youth programs deserve brief mention. One is the Guided Opportunities for Life Decisions (GOLD) program which is essentially a form of cooperative work experience for economically disadvantaged high school age youth. The second is the NAB College Cluster program aimed primarily at helping colleges serving primarily minority youth better blend the liberal arts with professional specialization offerings that will improve ability of graduates from such institutions to enter and successfully compete in the labor market. Both hold high potential for providing valuable assistance to economically disadvantaged youth. The NAB College Cluster program, in particular, is one that should be rapidly revived provided efforts to implement career education at the college/university level continue to increase at their current rapid rate.

We turn now to more specific examples of NAB involvement with local career education efforts. Some of these represent operational examples of the kinds of NAB youth programs described here. Others represent local variations derived from one or more of these standard programs. Still others represent initiatives of local NAB Metro Boards that are unrelated to the standard NAB youth programs.

NAB Collaboration In Career Education: Specific Local Examples

VIPS Programs; Houston, Texas. The Houston Independent School System, working collaboratively with the Houston NAB Metro, has established the Volunteers In Public Schools (VIPS) program. As part of this effort, the HISD has established and operates a computerized system for cataloguing and accessing the names of over 800 community volunteers from the private sector. The NAB Metro office played a key role in identifying and recruiting the 800 private sector representatives included in this computerized system. Such persons are equipped to come into schools and talk with students about topics as: (a) their occupations; (b) the free enterprise system; and (c) living history models. The VIP volunteer, under this system, can specify both the topic(s) she/he is willing to speak about and the grade levels/kinds of students she/he is willing to meet with. Without the active involvement of NAB, it is doubtful if this comprehensive list of key community volunteers could have been identified, let alone recruited, through the efforts of the HISD alone.

The major operational problem facing the VIPS program at the present time is that it is being underutilized by teachers in the Houston Independent School District. A practical problem that must be solved relates to the extent to which the NAB Metro Board has an interest and/or feels a responsibility for contributing to solving this problem. To do so would be to involve NAB persons in career education inservice efforts over and beyond their current activities concerned with CGIS.

VIS System; Cleveland, Ohio. The Vocational Information System (VIS) represents a joint effort involving the Cleveland NAB Metro and the Cleveland Welfare to establish and operate a computerized system containing 10,000-20,000 job descriptions of occupations existing in the Greater Cleveland area along with the names and addresses of companies who employ persons in these occupations. In addition, the VIS system will contain 1,000 audio cassettes of adult employed workers talking about their occupations. Eventually, it is hoped that the VIS system will also include data regarding educational requirements essential for gaining entry into specific occupations.

The VIS system is to operate on a "hot line" basis whereby any community member (including educators, of course) can call in and request specific data at any time. A special part of the VIS system contains a listing of resource persons from the private sector, plant sites open to career education tours, etc. that will be made available to educators engaged in career education. It is funded through Title III CETA funds. The role of the NAB Metro in this operation was to develop the proposal, assist in getting it funded through CETA, and soliciting private sector resources to be included in the VIS system. Obviously, while the VIS system was established neither solely for the purpose of school based career education efforts nor with the assistance of educators, it operates as a very valuable implementation vehicle for career education in Cleveland.

BEEP Program; Los Angeles, California. The Los Angeles NAB Metro was influential in encouraging establishment of the Business/Education/Exchange/ Program (BEEP) in the Greater Los Angeles area. Sponsored jointly by individual businesses and the Los Angeles Unified School District (who pays for the teacher released time involved) this is a low cost program that involves about 240 teachers for 3-6 days per semester of exchange with personnel from the private sector. Educators go out into the private enterprise system and persons from the private sector take their places in classrooms. In addition, the Los Angeles NAB Metro has been influential in arranging a program involving the hiring of teachers by private business during the Summer months under arrangements which, when combined with seminars, allows teachers to earn academic credit for such experiences.

CIIE Program; Santa Barbara, California. The Santa Barbara NAB Metro office has served as a resource to help find and recruit persons from the private sector to participate in the Community Involvement In Education (CIIE) Program sponsored by the Santa Barbara Public Schools. Because the coordinator for this program was employed by the school system, it was reported that educators were more willing to use the community resource persons identified by NAB for this effort. As with several of the other local examples presented, this was not one either started or "owned" by NAB. At the same time, it represents a career education effort whose success was obviously enhanced greatly due to the active involvement and collaboration of the local NAB Metro Office.

NAB BEL System; (5 cities). Each NAB Metro theoretically has established and operates an Industry/Education Committee charged with responsibility for working with school systems in implementing various NAB youth programs. Some of these are very active and others almost nonexistant. In five NAB Metros (including Santa Barbara, California; Augusta, Georgia; Houston, Texas; and Minneapolis, Minn.) a formal Business/Education Liaison Program (BEL) has been formed. Funded by NAB Headquarters, the 5 BEL efforts operate as a part of the generic set of Community Education/Work Councils established with DOL funds by the National Manpower Institute. The BEL system represents a marked extension of the operation of only a standard NAB Industry/Education Committee in that it attempts to serve as the coordinating body for all community efforts related to education/work relationship problems faced by community members. Under the BEL system, the local NAB Metro serves a "middleman/broker" function between the private enterprise system and the education system in the community charged with responsibility for implementing the concept of collaboration in a number of areas including career education, vocational education, and adult/continuing/recurrent education.

Whether or not the "middleman/broker" model is the appropriate one for use and, additionally, whether or not this is a proper role for NAB Metros to play remain open to question. NAB Headquarters has funded BEL efforts in only five of approximately 135 NAB Metro Centers and has been observing their efforts carefully. The question remains whether or not this represents a good and appropriate expenditure of NAB funds. Answers to this question will obviously depend on priorities of the U.S. Department of Labor, opinions of NAB national leaders, and receptivity on the part of education systems. With current proposed revisions of the YEDPA portion of the CETA legislation calling for creation and operation of Industry/Job Councils in every community, the BEL system certainly holds potential for use and/or adaptation for use in this kind of effort. Many school systems, faced with the necessity of

building community collaborative career education efforts, may also feel that the NAB BEL system represents an appropriate route for them to take.

Examples of the CGI In Action. The NAB CGI effort must be recognized as one that provides at least two general kinds of benefits to the NAB mission over and beyond the obvious help it extends to career education: (a) it could be an effective means of motivating local companies in the NAB Metro area to support the local NAB Metro because of the opportunities it offers them to interact with educators during the CGI operation; and (b) it could be an effective way of motivating education personnel to identify and refer to NAB in-school economically disadvantaged youth who are eligible participants in one or more of the NAB youth programs. Such advantages should be kept clearly in mind as we look now at isolated examples of CGI practices reported by participants in the NAB miniconference.

One goal of the CGI is to acquaint educators with the ways in which the private enterprise system operates. This has been done, for example, by starting with a "pink slip" exercise where the CGI participants are told they have just been "fired." They are then asked the question "what will you now do to make a living?" and are thus encouraged to go through the patterns of career exploration and career decisionmaking that youth must go through in these times. In the process, they learn a very great deal about the private enterprise system.

A second goal of the CGI is to acquaint educators with NAB–its nature and its mission. Ample opportunity is provided during class sessions for NAB representatives to do so. This is a very helpful way of getting NAB "in the door" in many school systems where, without the CGI orientation, problems might have been encountered.

The most basic goal of the CGI, as it has involved in recent years, is one of providing direct experiences to participants, along with appropriate follow through in implementing career education efforts within the education system. The CGI makes several contributions to this including: (a) providing the education system with contact persons in the private sector without whose help the school system's career education efforts won't work; (b) providing CGI participants with time and assistance during the CGI to develop some specific career education lesson materials for use during the next school year; and (c) assisting CGI "grads" in their efforts, during the school year, to interest and involve other faculty members in career education. The followup contacts between the CGI faculty person (typically from a local college/university setting) and the NAB "grads" is seen as a crucial part of the total NAB experience and as a means for use by NAB itself in evaluating the effectiveness and the effect of the CGI effort.

NAB, YEDPA, and Career Education

The Youth Employment Demonstration Program Act of 1977 (YEDPA) holds many potential implications both for the youth priority of NAB and for career education. Such implications arise from a combination of facts including: (a) all three of these efforts concern themselves with helping youth solve education/work relationship problems that they face; (b) NAB has had a continuing history, from its inception, of working closely with DOL prime sponsors; and (c) the YEDPA legislation calls for LEA/prime sponsor agreements. While, of course, it is much too early to see the complete ramification possible, two extreme examples were presented by miniconference participants that may help serve to illustrate both the problem and the potential of moving toward closer NAB/YEDPA/education relationships.

One concrete example is found in Denver, Colorado. There, the local NAB Metro office became aware of the Youth Incentive Entitlement Program (YIEP) portion of YEDPA through the Mayor's office. As a result, NAB was instrumental in developing a YIEP proposal which eventually resulted in a $13.0 million dollar YIEP grant to the City of Denver who elected to operate YIEP through the Denver Manpower Administration–i.e., CETA prime sponsor. The Denver Manpower Administration, in turn, subcontracted to portions of both the public sector and the private sector for actual YIEP operations. The private sector subcontractor was the Denver NAB Metro. Of a total of 4,000 YIEP youth, 2,000 are assigned work experience slots in the public sector and 2,000 in the private sector. Approximately two-thirds of the YIEP youth are in-school and about one-third out-of-school. The Denver Metro NAB office is working closely with the Denver public schools to identify those in-school youth who will be assigned YIEP functions in the private sector. Were it not for good working relationships currently existing between the Denver Public Schools and the Denver NAB Metro, it is unlikely that the Denver NAB Metro could carry out its responsibilities under the YIEP subcontract. By working with the Denver Public Schools, even better NAB/education system relationships are being built.

At the other extreme, we find Cleveland, Ohio. There, as part of the negotiations involved in arriving at an LEA/prime sponsor agreement for the Youth Employment Training Program (YETP) portion of YEDPA, the Cleveland NAB Metro was asked only to write a letter of endorsement for proposals developed by the school system. Other than this, the Cleveland NAB Metro was not asked to assume any direct, active role in carrying out the LEA/prime sponsor agreement. To ignore the local NAB Metro in such an agreement is to run the risk of damaging, rather than building on, current NAB/prime sponsor and NAB/education relationships that have been previously built.

Of course, YIEP and YETP are two completely different portions of the YEDPA legislation thus making a direct comparison between the Denver and the Cleveland experiences impossible. In spite of this, the general principle of seeking the joint involvement of CETA prime sponsors, NAB Metro offices, and education systems in implementing those portions of YEDPA that call for youth experiences in the private sector are obvious. It is hoped that calling attention to this situation here will be helpful.

***Problems To Be Solved In NAB/Career* Education Relationships**

Participants in the NAB miniconference seemed convinced that strong and direct relationships exist between the goals of career education and those embodied in the youth priority of NAB. They appeared to be equally confident that the mere presence of such relationships will, in no way, assure better coordination of NAB activities with those of career education. If progress is to be made, several problems identified by participants in this miniconference will have to be faced and solved. Here, the most common of these problems will be identified.

Problem 1: The Need For Mutual Understanding. While NAB/career education relationships were clear to participants in the NAB miniconference, most felt this is not generally true across the Nation. They saw an equally great need for career education personnel in educational settings to learn more about NAB and for NAB personnel to learn more about the nature and operations of the career education effort. To help solve this problem, several suggestions were made including: (a) exchange lists of State Coordinators of Career Education and OCE Project Directors with lists of NAB Metro offices; (b) encourage one NAB Metro person on the advisory board for every State Plan for career education in each State Department of Education in the Nation; (c) publish, through either NAB Headquarters or through OCE, a periodic summary of examples of "success stories" describing how local school career education efforts are interacting effectively with local NAB Metro offices; (d) encourage career education sessions at meetings of NAB Metro officials and NAB sessions at State and local career education workshops; and (e) encourage a meeting between OE's Commissioner of Education and the NAB Board of Directors. Participants felt strongly that some combination or all of these suggestions should be followed. Career education personnel in school settings do not understand enough about NAB and NAB personnel do not understand enough about career education.

Problem 2: The Need For Greater Acceptance Of Career Education By Educators. While participants clearly saw relationships between NAB goals and the goals of career education, they appeared convinced that the goals of career

education have not yet been broadly accepted by the educational community. Further, they were able to back up this contention by providing numerous examples of difficulties CGI "grads" who were having difficulty convincing other teachers to engage in career education activities at the building level. They felt NAB could best contribute to solving this problem through such activities as: (a) increasing the NAB emphasis on CGI institutes; (b) organizing a special form of the Youth Motivation Task Force (YMTF) that would be charged with speaking about the need for career education to parent-teacher association meetings; and (c) joining forces with other community "pressure points" to convince local boards of education and school administrators to embrace and implement the career education concept. To whatever extent the goals of NAB and the goals of career education overlap, it is in the best interests of NAB to promote adoption of career education goals on the part of professional educators. Participants felt there is a very long way to go before this can be said to be accomplished.

Problem 3: The Need For Coordination of Community Collaborative Career Education Efforts. Participants recognized and endorsed the concept that career education is an effort that requires the active involvement and participation of education systems interacting with many segments of the broader community. They simultaneously recognized that the typical NAB Metro office is but one of several such community segments. Others recognized and discussed by participants included Junior Achievement, the Chamber of Commerce, and CETA prime sponsors. The need for some way to coordinate these, as well as other, community segments interested in helping youth solve education/work relationship problems in a joint collaborative effort with the education system was apparent. Participants felt strongly that the current NAB Business/Education/Liaison (BEL) program now being demonstrated in five NAB Metro centers is one viable solution to this problem that should be considered. They saw the major operational problems as being: (a) the BEL system is not being installed by NAB Headquarters in all 135 NAB Metro offices as a matter of NAB policy; and (b) very few career education personnel from education are knowledgeable regarding the BEL system. They saw the primary solution as one of encouraging more career education personnel from education to visit current BEL cities to see the BEL system in action. They seemed convinced that, if this were done, many education systems would opt for the BEL system as an effective mechanism for use as a community career education action council.

Problem 4: The Need For Clarification Of The NAB Youth Priority. It is very apparent that the words "unemployed adults" and "jobs" are much more "hot buttons" for NAB policymakers than are words such as "youth" and "career development." It is equally apparent that NAB has had "youth" as *one* of its priorities for several years. Obviously, the extent to which effective

relationships can and will be developed between NAB and career education is directly dependent on the extent to which "youth" is an important priority to NAB policy makers at the national level. This, in turn, will be dependent on the priorities of NAB's major funding agency—the U.S. Department of Labor and the priorities of those loaned executives to NAB from the major corporation responsible for NAB in any given year. Participants viewed the recent new high priority on youth seen in the YEDPA portion of the CETA legislation as a clear indication that youth are becoming a much higher priority on the part of the U.S. Department of Labor. They felt that one of the best ways a higher youth priority in NAB could be established would be through greater NAB involvement in the YEDPA legislation. Since education systems are also involved in the YEDPA legislation, participants saw this as a natural vehicle for increasing NAB/career education interaction. Particular potential was seen here depending on the extent to which NAB is to be a potent force in the private sector involvement portions of YEDPA.

Problem 5: The Need For A Communitywide NAB Youth Effort. NAB participants felt it important to emphasize that the words "youth" and "education" are not at all the same in terms of the NAB mission. A significant part of the NAB youth effort has been, and must continue to be, heavy involvement with community based organizations (CBOs) interested in youth education/work relationship problems. There is no way this CBO emphasis can be reduced in favor of greater involvement of NAB with educators interested in implementing career education. Participants saw the prime vehicle that should be used in solving this problem as one of encouraging educators to increase their own working relationships with CBOs. The CBOs and the education system should not be thought of as competitors for closer involvement with NAB. Instead, NAB, CBOs, and the education system must find ways of joining forces in a coordinated, collaborative effort to assist youth in interacting with the private sector. The extent to which the education system is willing to work with CBOs was seen by some participants as a significant factor that will determine the closeness with which NAB personnel and educators can work together.

"What If": Dreams and Aspirations of Participants

The preceding section has highlighted some practical problems along with a set of practical suggested solutions for closer NAB/career education working relationships. It has been purposefully separated from this section which seeks to summarize some of the hopes and aspirations expressed, at various times during the two day miniconference, by one or more of the participants. They are listed and discussed here in terms of a number of "what if?" questions. As a set of possibilities, rather than practical probabilities, it is obvious that none of

them have much hope of becoming reality at the present time. They are presented here under an assumption that, at times, it is very practical to be idealistic. After all, some elements of idealism are occasionally translated into practice!

"What if" local K-12 school systems start receiving career education implementation funds under provision of P.L. 95-207 and elect to use some of those funds in establishing closer working relationships with NAB Metro offices? No participant suggested using either LEA career education funds to support a local NAB Metro or using NAB Metro funds to support a school system's career education effort. Several did suggest, however, that a co-mingling of both LEA career education implementation funds with those available to the NAB Metro office might result in a more effective coordinated effort than keeping these as separate entities. It was recognized that the basic essence of good NAB/school system working relationships is effort, not dollars. At the same time, it was recognized that some things we would like to do cost money. There is nothing in the P.L. 95-207 law itself that would prevent this idea from becoming reality.

"What if" the current large increase in youth activities on the part of DOL were to be reflected in terms of a higher priority of youth by NAB? Given sufficient DOL funds under YEDPA and/or other parts of the CETA legislation, NAB could obviously expand some of its most directly career education-related activities. One such expansion could occur with reference to the CGI program. An expanded CGI emphasis, coupled with systematic involvement of CETA prime sponsor personnel along with educators in the CGI, could prove a very helpful vehicle for use in devising better LEA/prime sponsor agreements as called for in the YETP portion of the YEDPA legislation. The past experience and proven "track record" of NAB in conducting CGIs makes this an idea worth considering. Similarly, the VEP program of NAB could, given sufficient new DOL dollars, be greatly expanded to include both a more comprehensive coverage of economically disadvantaged in-school youth and, conceivably, some non-disadvantaged youth as well. The VEP model has been demonstrated to be an excellent one for use in career exploration. It has *not*, to date, reached many youth—disadvantaged or otherwise. With DOL's current concern for greater involvement of the private sector in YEDPA in particular and CETA in general, consideration of substantial expansion of the NAB VEP model is viewed as yet another idea worth consideration. For either the CGI or the VEPS emphasis to increase, the youth priority of NAB would have to be moved up higher among the several NAB priorities. It is not impossible to consider.

"What if" the NAB CGI effort were to be changed so that: (a) participating school districts paid, say, one-half the costs and (b) CGI follow through efforts

during the school year following the CGI institute were to involve members of the business/labor/community who participated in the CGI as well as the CGI instructional staff members from college/university settings? Such changes would allow an immediate doubling in number of CGI institutes at no added cost to NAB. Further, the opportunity for members of the business/labor/industry community to participate in follow-through activities in actual school settings may be a positive motivator for more businesses to join the NAB effort. Finally, this arrangement may provide the kind of help CGI "grads" really need in order to (a) implement some of the ideas gained through the CGI experience; and (b) interest more of their fellow educators in career education.

Concluding Remarks

The National Alliance of Business represents a potential community resource for use in career education with a proven record of accomplishment and commitment. Several of the NAB youth programs would be difficult, if not impossible, to distinguish from what could be described as basic elements in the implementation of career education. Several NAB Metro offices are already deeply involved in community career education efforts. It is hoped that others may be encouraged to do so.

The NAB youth priority, when converted into practice, holds great positive potential for career education. In the first place, NAB itself has adopted a national policy affirming its desire to work collaboratively with the education system. In the second place, the NAB structure involves in-place effective working relationships with several community segments vital to career education including: (a) local businesses and industries; (b) organized labor at the community level; (c) CETA prime sponsors, and (d) community based organizations committed to helping youth solve education/work relationship problems. The available "NAB network" is a most valuable commodity and one sorely needed by education systems interested in implementing career education.

It appears obvious that it will be unrealistic for educators to expect that the NAB youth priority will, in the foreseeable future, rise in stature to the point where it becomes the top priority of NAB. However, it seems equally obvious that the NAB youth priority, which emphasizes a developmental/preventive, rather than a remedial, approach to education/work relationship problems in our society, is one that should become increasingly attractive to the private sector. It can only be hoped that, as this occurs, closer relationships with education's career education efforts will also take place.

True, with only about 130 NAB Metro offices existing across the Nation, there are many K-12 school districts in existence who will have great difficulty making contact, let alone working with, the NAB Metro offices. It is also true that the NAB Metro offices now in existence cover a geographic area that includes many more K-12 school districts than are represented by simply the number of NAB Metro offices. A good many of these school districts have begun some kind of career education effort. There appear to be none whose career education efforts could not be substantially improved if good working relationships are established and maintained with their local NAB Metro office.

Whether a particular activity in a given community is referred to or thought of as a "NAB activity" or as a "career education activity" is an unimportant semantic question. By whatever name it is called, that activity will hopefully be one aimed at helping youth better solve some of the education/work relationship problems they currently face. The terms are not important. The actions are.

APPENDIX A

Participants

Larry Cooper
Manager, Youth Programs
Los Angeles Metro NAB
450 North Grand Avenue - #G-106
Los Angeles, California 90006

Richard Everts
Youth Program Coordinator
Denver Metro NAB
818 - 17th Street - Suite 810
Denver, Colorado 80202

Joyce Fuller
Business Education Liaison Director
1324 Cargill Building
Minneapolis, Minnesota 55402

Charles W. Huggins
Director, BEL Program
Augusta Metro NAB
801 Broad Street - Suite 606
Augusta, Georgia 30902

Ralph Kirkman
George Peabody College
Box 41
Nashville, Tennessee 37203

Jim Presely
Businessmen Education Liaison
3637 West Alabama
Houston, Texas 77027

Ken Rabin
Assistant Professor of Public Relations
School of Business Administration
American University
Washington, D.C. 20016

Judith Reuther
Director, BEL Program
Santa Barbara-Oxnard Metro NAB
3868 State Street
Santa Barbara, California 93105

Thedore Small
Metro Director
Cleveland Metro NAB
1375 Euclid Avenue - Suite 510
Cleveland, Ohio 44115

Paul Warner
Manager, Employment and Training
Oklahoma City Metro NAB
4801 Classen Boulevard - Suite 104
Oklahoma City, Oklahoma 73118

APPENDIX B

Issues Raised by Participants

1. Lack of money in Education to implement career education.
2. Lack of background of educators to work on career education.
3. Lack of involvement of higher education in education/work relationships.
4. How to sell corporations on NAB program?
5. How to combine selfish interest of employers with community interests?
6. Where should focus of motivators be?
7. Diversity in nature of the problem and opportunity—from affluent to poverty.
8. How to maintain a sustaining effort in NAB career education efforts?
9. How do we establish better communication with educators and with the B/L/I community with reference to community resources for career education?
10. Developing and exploiting available resources for teachers to use.
11. How to coordinate community career education efforts?
12. What is the optimum community size for collaboration?
13. What personality types best make collaboration happen?
14. What are optimal institutional arrangements for collaboration?
15. How to get upward *and* lateral communication for collaborative efforts?
16. How to tie local NAB efforts with NAB national?
17. How to get educators to participate in summer NAB programs—especially teachers?
18. How do NAB career guidance institutes relate to counselor education?
19. How to get counselors more involved in career guidance?
20. How to move school boards to improve the school system when children of community leaders are in private, rather than public, schools?
21. How to institutionalize career guidance institutes and make them become a total community effort with NAB out of the action?
22. How to make collaboration move beyond good intentions to effective efforts?

23. How to get educators to use program materials once business community has developed them?

24. How to keep interests of top business leaders while depending on the actions of the "go-fers."

25. How to make YIEP-DOL effort work?

26. How can "collaboration" mean a *joint* contribution of B/L/I and Education rather than B/L/I alone?

27. How can small business get more involved in community collaborative efforts?

28. How can school systems overcome time constraints in planning and carrying out community collaborative efforts?

29. What is the appropriate long run time lines for community collaborative efforts?

30. Clarification of goals–what is the purpose of NAB career guidance institutes specifically and community collaborative efforts in general?

31. Turfsmanship problems–relationships between counselors and teaching faculty–how can the business community most effectively overcome this?

32. How to involve private as well as public schools in community collaborative efforts?

33. Stereotype problems–educators vs. businessmen–images they have of each other.

34. How to get information systems built, retained, and shared with the broader community as well as with educators?

35. How to avoid overuse of business leaders in CGIs and community collaborative efforts?

36. How to translate philosophical support into effective action (a) in terms of classroom teachers; and (b) in terms of business coming to schools?

37. How do the politics of education influence community collaborative efforts?

38. How to deal most effectively with out-of-school youth?

39. How to best use media to educate the community to collaborative efforts?

40. How can community collaborative efforts reach those parts of Education where youth most in need of help attend?

41. How to help ghetto youth face reality while keeping options as broad as possible?

42. Where should the *perpetuating* center for career education be located?

43. Lack of information that schools should have about the future nature of the B/I/I community.

44. How to convince Education to move beyond their own resources toward greater use of community resources in providing educational opportunities to youth?

45. How can schools move toward change when their most pressing immediate problem is simple survival?

46. How to relate YETP of P.L. 95-93 to existing community collaborative efforts when the school system is viewed as one of the "community competitors."

47. How can CGI's make a significant change in Education when it is such a small financial effort?

48. How can the business community become a *unified* effort for collaboration?

49. How to get commonly share inservice for educators with B/L/I personnel in the same room at the same time?

50. Where is the "glue" for a true community collaborative effort?

51. How can NAB effectively influence distribution of YEDPA funds so that they are better utilized?

52. How to sell community collaborative efforts in ways that show each element of the community "what's in it for me?"

53. How to help schools gain access to the wide variety of community agencies involved in career education efforts?

54. How to get commitment from the top in Education, i.e., business will get involved if they have this level of commitment?

GPO 932-499